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ABSTRACT

Containing four sections of materials for workshop presenters to teach phonological awareness, this guide assists early reading program educators in enhancing the Reading and Language Arts knowledge and skills of Texas students. Section 1, an introduction, defines the purpose of the guide and outlines six goals. Section 2, Professional Development, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3, Overheads, contains transparencies with key points and activities to accompany the speaker's notes; and section 4, Handouts, includes "Workshop Notes" for participants to take notes from the presentation, and "Activity Handouts" for group activities. Contains 27 references and 7 resources. A video accompanies the guide. (SC)

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ED 432 723

Professional Development Guide

Phonological Awareness: Principles for Instruction and Progress Monitoring

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Professional Development Guide

Phonological Awareness: Principles for Instruction & Progress Monitoring

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Guide prepared by:

The Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin

Guide designer:

Paula Correa

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1. Introduction

What is the Texas Center for Reading and Language Arts?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).

How are the Center's Activities Accomplished?

Goal 1: To provide a cadre of school-level specialists with expertise in phonological awareness, word analysis, fluency strategies, and comprehension strategies who are able to use documented approaches to reading and language arts instruction to address TEKS objectives with students in grades K–3.

Goal 2: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with second language learners.

Goal 3: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades K–5 who are experiencing difficulty in reading and language arts.

Goal 4: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades 6–8, focusing on content area reading instruction.

Goal 5: To disseminate information generated by the Texas Center for Reading and Language Arts using current technology and media.

Goal 6: To communicate the goals, activities, and accomplishments of the Center to professionals and other community members.

Texas Center for Reading and Language Arts

Literacy Labs
Both school-based and university-based labs served as models for universities and school districts.

Professional Development Guides and Videos
These guides are designed to provide educators across the state with materials and plans for professional development in reading and language arts, and to introduce the TEKS.

Reading Liaisons
Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships
Collaborative relationships with schools that assist in the development of materials, curriculum guides, and product development.

Organization & Content of the Guide

The guide contains four sections of materials and a video for presenters to teach the Phonological Awareness. Section 2 (*Professional Development)*, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3 *(Overheads)*, contains transparencies containing key points and activities to accompany your speaker's notes; Section 4 (*Handouts)* includes "Workshop Notes" for participants to take notes from the presentation, and "Activity Handouts" for group activities; Section 5 (*Appendices)* provides a list of references and further readings on Phonological Awareness and, lastly, the video "Phonological Awareness: Principles for Instruction and Progress Monitoring" to provide an understanding of phonological awareness research.

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Mike Moses
Commissioner of Education

Felipe Alanis
Deputy Commissioner
Progams and Instruction

David D. Anderson
Coordinator, Curriculum and
Professional Development

Ann Smisko
Associate Commissioner,
Curriculum, Assessment
and Technology

Sharon O'Neal
Director of English Language
Arts and Reading

Robin Gilchrist
Assistant Commissioner for
Statewide Reading Initiatives

Catherine Davis
Assistant Director of Reading

Reading Liaisons and Advisors Education Service Centers

Region I, Edinburg • Angie Lehmann
Region II, Corpus Christi • Mary Kureska
Region III, Victoria • Lynne Mumme
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Region XX, San Antonio • Candace Anderson

Texas Center for Reading & Language Arts

Susan Barnes
George Blanco
Katrina Blodgett
Diane Bryant
David Chard
Maggie Coleman
Paula Correa
Cathy Davis
Bonnie M. Elliott
Robin Gilchrist
Philip B. Gough
Michael Guerrero
Allison Hamff
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Phyllis Robertson
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Kris Sloan
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Sylvia Linnan-Thompson
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Sharon Vaughn
Nicole Ugel
Cheryl Wilkinson
Jo Worthy
Terry Zimmerman

2. Professional Development

Preparing for the Workshop

The purpose of this workshop is to provide an understanding of phonological awareness research, methods for teaching, and progress monitoring that is aligned with the Texas Essential Knowledge and Skills (TEKS).

Materials

- Handouts (Section 4)
- Pictures of words for Activity 3
- Pencils/overhead marker

Equipment

- Overhead projector
- VCR and monitor

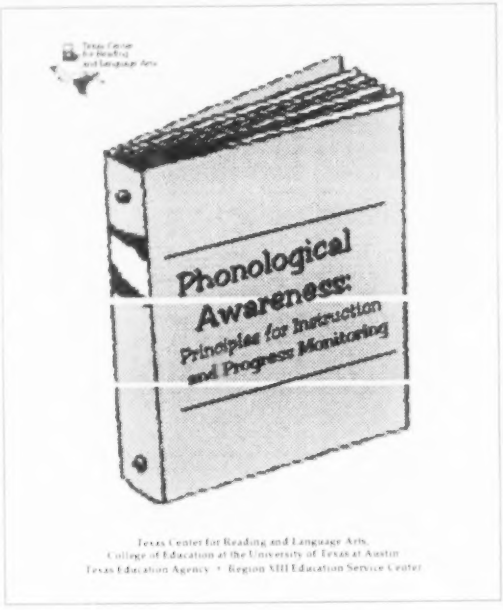
Room Arrangement

- This workshop is presented in lecture form. Activities will be held in large groups. All participants will need to see the screen for overhead projection.

Introduction

- As participants arrive, use Overhead #1 to communicate the topic of your presentation.

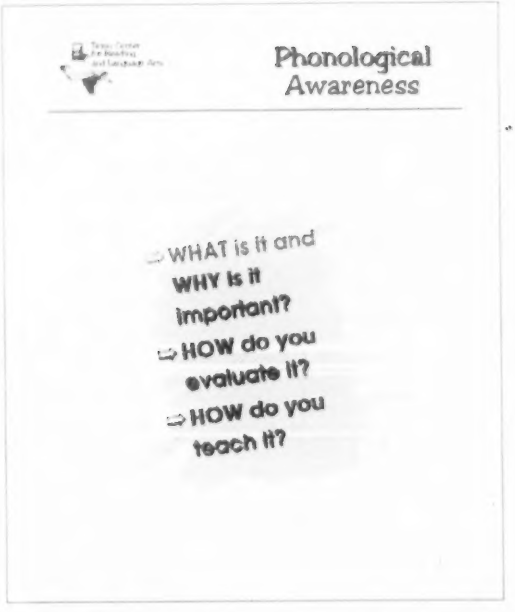
Overhead #1


Phonological Awareness:
Principles for Instruction and Progress Monitoring
Texas Center for Reading and Language Arts
College of Education at the University of Texas at Austin
Texas Education Agency • Region VIII Education Service Center

Agenda

- Use Overhead #2 to provide an organized glance of the Phonological Awareness workshop and the topics to be covered.

Overhead #2



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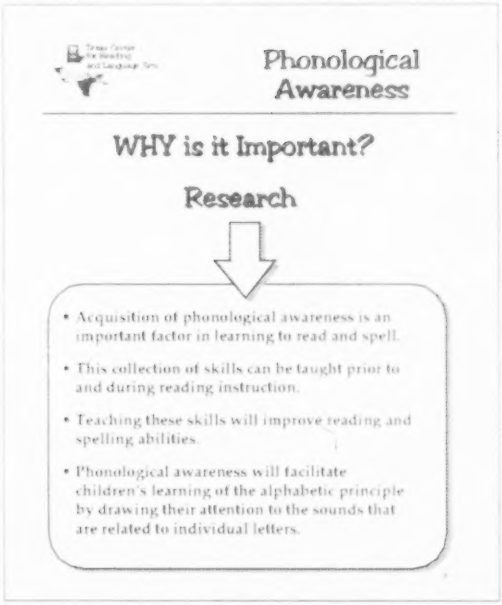
Overhead #3

Phonological Awareness
WHAT is it?
Involves understanding the different ways in which spoken language can be broken down and manipulated.

Definition of Phonological Awareness

- Use Overhead #3 to define Phonological Awareness.
- Explain that it is comprised of several concepts detailed in this workshop, and that it does not involve print.

Overhead #4


Phonological Awareness
WHY is it Important?
Research
• Acquisition of phonological awareness is an important factor in learning to read and spell.
• This collection of skills can be taught prior to and during reading instruction.
• Teaching these skills will improve reading and spelling abilities.
• Phonological awareness will facilitate children's learning of the alphabetic principle by drawing their attention to the sounds that are related to individual letters.

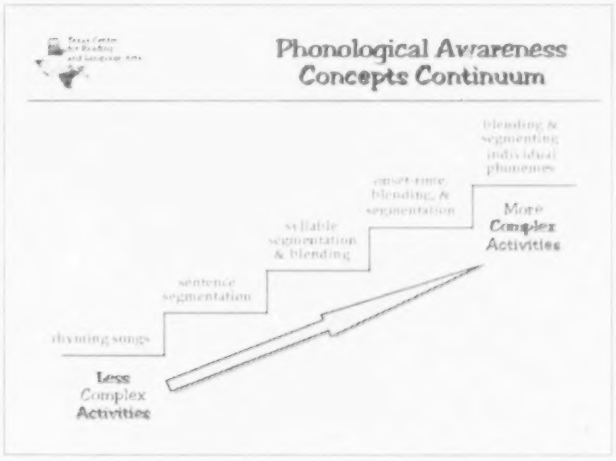
What the Research Tells Us

- Using Overhead #4, review the current research *(Ball & Blachman, 1991; Byrne, Fielding-Barnsley, 1993; Liberman & Shankweiler, 1985; NRC, 1998).*
- Although exposure to literature and level of intelligence are important for overall development, they are less predictive of reading success than phonological awareness.
- Emphasize that phonological awareness is a better predictor of reading success than what children know about letters, or how often they were read to, or SES status.

Phonological Awareness Concepts

- Use Overhead #5 to illustrate the levels of difficulty of phonological awareness.
- Tell participants that when children are having difficulty with a task, they should take instruction back to a less complex activity.

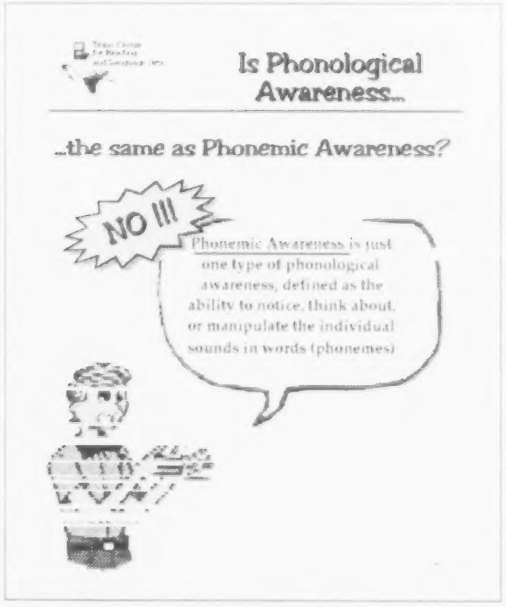
Overhead #5



Phonological Awareness vs. Phonemic Awareness

- Use Overhead #6 to explain the importance of phonemic awareness to teach phonological awareness.
- Remind participants that doing phonological tasks (e.g., blending, segmenting, rhyming) helps teach children to hear the smallest unit in a word (phoneme).

Overhead #6


Is Phonological Awareness...
...the same as Phonemic Awareness?
NO !!!
Phonemic Awareness is just one type of phonological awareness, defined as the ability to notice, think about, or manipulate the individual sounds in words (phonemes)

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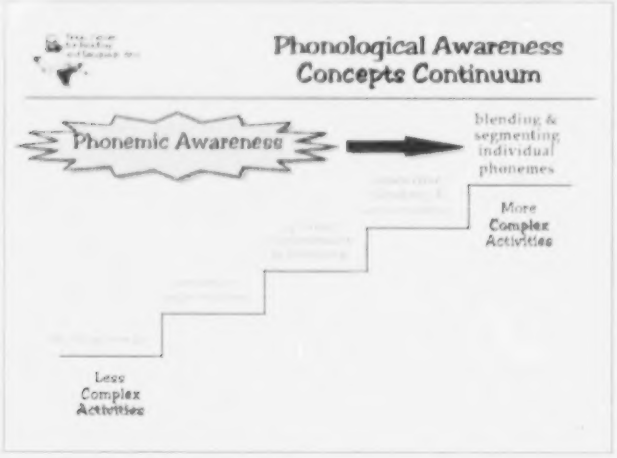
Overhead #7



Importance of Phonemic Awareness

- Use Overhead #7 to show how phonemic awareness is the most important skill of phonological awareness.
- Explain how for some children it precedes initial reading, where for others phonemic awareness and initial reading support each other; as one grows stronger, the other one improves *(Erhi & Wilce, 1980, 1986; Perfetti et al., 1987).*

Overhead #8

What is a Phoneme?

- Use Overhead #8 to define a phoneme.
- Explain the levels of complexity in teaching a task.
- Remind participants that if this task is too difficult for children, try: *m--an.*

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What Does this Mean for the Teacher?

- Use Overhead #9 to explain that children should receive explicit instruction in phonological awareness skills.

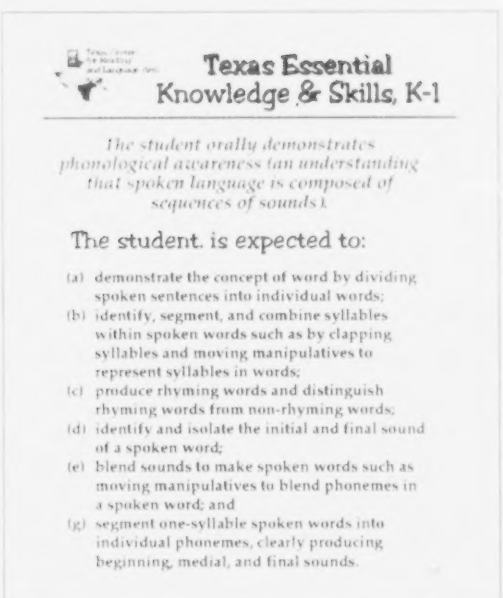
Overhead #9

Implications for...
...Phonological Awareness Instruction
• Many children benefit from explicit instruction in phonological awareness beginning in Kindergarten
• Those who progress slowly in phonological awareness activities should receive special attention

How Does Phonological Awareness Tie in with the TEKS?

- Use Overhead #10 to remind participants of the TEKS for grades K–1.
- Note that phonological awareness is a skill identified in Kindergarten.

Overhead #10


Texas Essential Knowledge & Skills, K-1
The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).
The student is expected to:
(a) demonstrate the concept of word by dividing spoken sentences into individual words;
(b) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words;
(c) produce rhyming words and distinguish rhyming words from non-rhyming words;
(d) identify and isolate the initial and final sound of a spoken word;
(e) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word; and
(g) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds.

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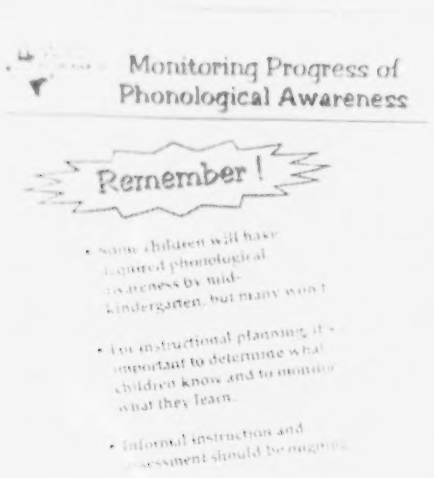
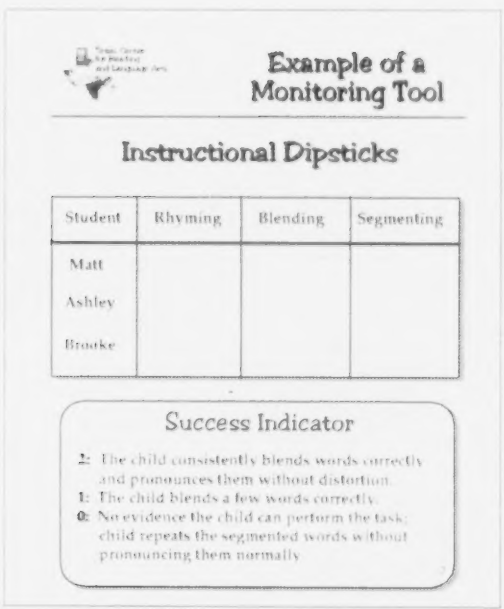
Overhead #11



Monitoring Progress of Phonological Awareness

- Use Overhead #11 to remind participants that by January, about one third of children in Kindergarten have acquired at least some of this skill in phonological awareness (this information is necessary for planning instruction).
- Remind participants that monitoring progress is a continual activity.

Overhead #12


Example of a Monitoring Tool
Instructional Dipsticks
Student
Rhyming
Blending
Segmenting
Matt
Ashley
Brooke
Success Indicator
2: The child consistently blends words correctly and pronounces them without distortion.
1: The child blends a few words correctly.
0: No evidence the child can perform the task; child repeats the segmented words without pronouncing them normally.

Keeping Track of Progress

- Use Overhead #12 to provide an example of a chart used for monitoring progress.
- Emphasize that teachers can assess progress on a frequent basis using a success indicator.

Note: Monitoring progress will help to modify curriculum and instruction, and identify concepts with which a student may be having difficulty.

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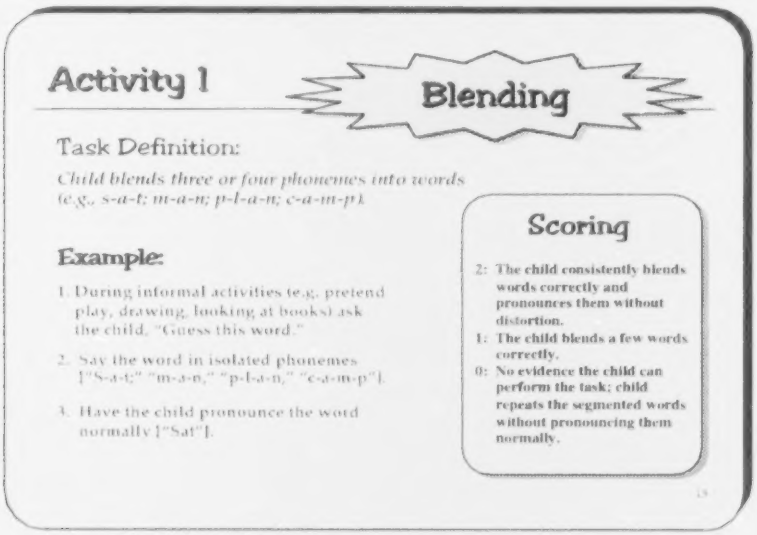
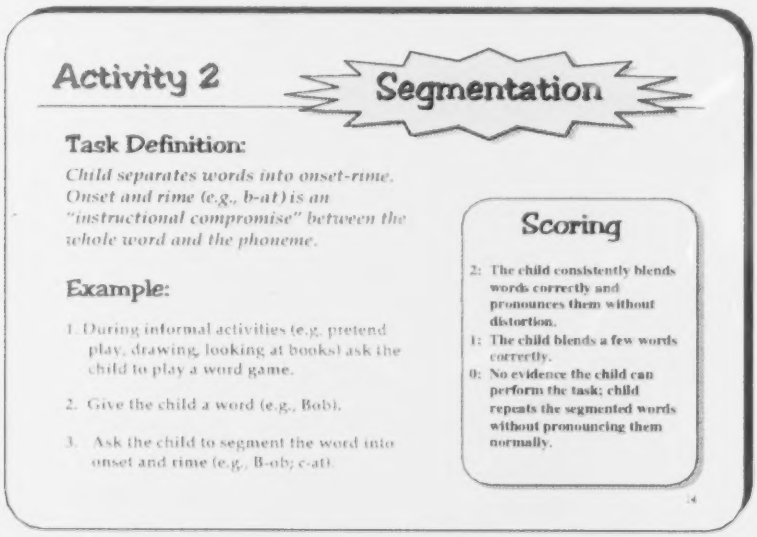
Group Activity 1 Overhead #13

• Guide participants in Group Activity 1.


Activity 1
Blending
Task Definition:
Child blends three or four phonemes into words (e.g., s-a-t; m-a-n; p-l-a-n; c-a-m-p).
Example:
1. During informal activities (e.g. pretend play, drawing, looking at books) ask the child, "Guess this word."
2. Say the word in isolated phonemes ["S-a-t," "m-a-n," "p-l-a-n," "c-a-m-p"].
3. Have the child pronounce the word normally ["Sat"].
Scoring
2: The child consistently blends words correctly and pronounces them without distortion.
1: The child blends a few words correctly.
0: No evidence the child can perform the task; child repeats the segmented words without pronouncing them normally.

Group Activity 2 Overhead #14

• Guide participants in Group Activity 2.


Activity 2
Segmentation
Task Definition:
Child separates words into onset-rime. Onset and rime (e.g., b-at) is an "instructional compromise" between the whole word and the phoneme.
Example:
1. During informal activities (e.g. pretend play, drawing, looking at books) ask the child to play a word game.
2. Give the child a word (e.g., Bob).
3. Ask the child to segment the word into onset and rime (e.g., B-ob; c-at).
Scoring
2: The child consistently blends words correctly and pronounces them without distortion.
1: The child blends a few words correctly.
0: No evidence the child can perform the task; child repeats the segmented words without pronouncing them normally.

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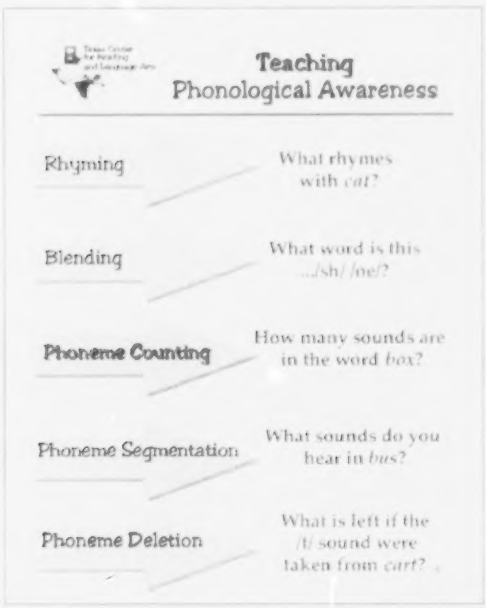
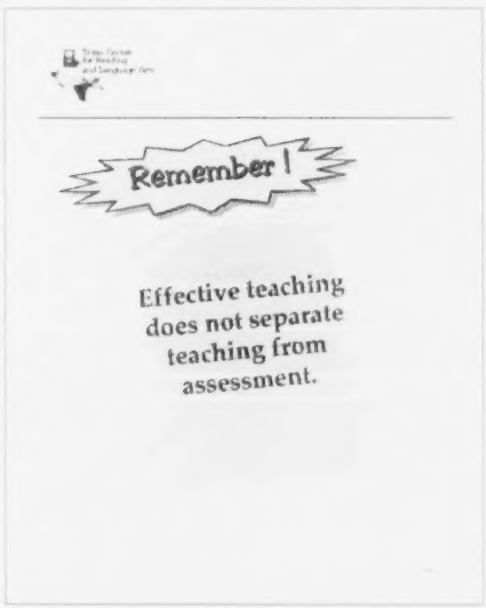
Overhead #15



Overhead #16



Teaching Phonological Awareness

- Use Overhead #15 to identify activities that can be used to teach phonological awareness.
- Remind participants that there is a strong correlation between blending and segmenting.

Note: Research has shown that it is faster to teach blending and segmenting simultaneously than to separate them.

The Relationship Between Teaching & Progress Monitoring

- Use Overhead #16, to remind participants that monitoring progress is ongoing and is not separate from teaching.

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Group Activity 3 — Overhead #17

• Guide participants in Group Activity 3.

Activity 3 — Guess the Word

Purpose: *To demonstrate how sounds can be blended into spoken words.*

Materials: *Pictures of words.*

Description:

1. Hang pictures on board.
2. First tell the students: "Guess the word I'm saying. It's one of these pictures." *(Begin with words that start with stretched sound, e.g., sssnnaaake and work up to individual phonemes, e.g. /s/-/a/-/t/.*
3. When the children guess "snake," call on a child to show the picture with the word printed at the bottom. Repeat the game with other sets of pictures.

Group Activity 4 — Overhead #18

• Guide participants in Group Activity 4.

Activity 4 — Segmentation

Purpose: *To understand that words can be conceptualized as a collection of parts.*

Description:

1. Begin by saying each child's name. Then say the name in syllables, clapping for each beat.
2. Have children clap the syllables in the names of objects around the room.
3. Similar segmentation activities could be done with sentences into words, e.g. Bill-ran-across-the-street-to-get-the-ball, and words with phonemes, e.g. s-t-o-p.

Example:

tur — tle

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Overhead #19

Group Activity 5

- Guide participants in Group Activity 5.

Activity 5 — First Sound Song

Purpose: *To remember words, phrases, and sounds, and to identify the first sound in words.*

Description:

1. Sing the "First Sound Song" to the tune of "Old MacDonald Had a Farm."
2. Have the children learn the verses.
3. Then, encourage them to change and propose new words.
4. At the end of a verse, repeat the words and ask children to identify the first sound.

Lyrics:

What's the sound that starts these words: turtle, time and tree? /T/ is the sound that starts these words turtle time and tree. With a /t/ /t/ here and a /t/ /t/ there, here a /t/, there a /t/, everywhere a /t/ /t/. /T/ is the sound that starts these words: turtle, time and tree.

Overhead #20

Summing Up

Phonological Awareness is important because:	• It is predictive of reading success.
Teachers evaluate student progress:	• On a continual basis. • In order to make curriculum and instructional modification.
Phonological Awareness can be taught:	• With activities such as blending, segmenting and rhyming. • At various times during the day, both formally and informally.

Summing Up

- Use Overhead #20 to conclude the workshop.
- Summarize the main points and note the importance of having phonological awareness in every student's repertoire.

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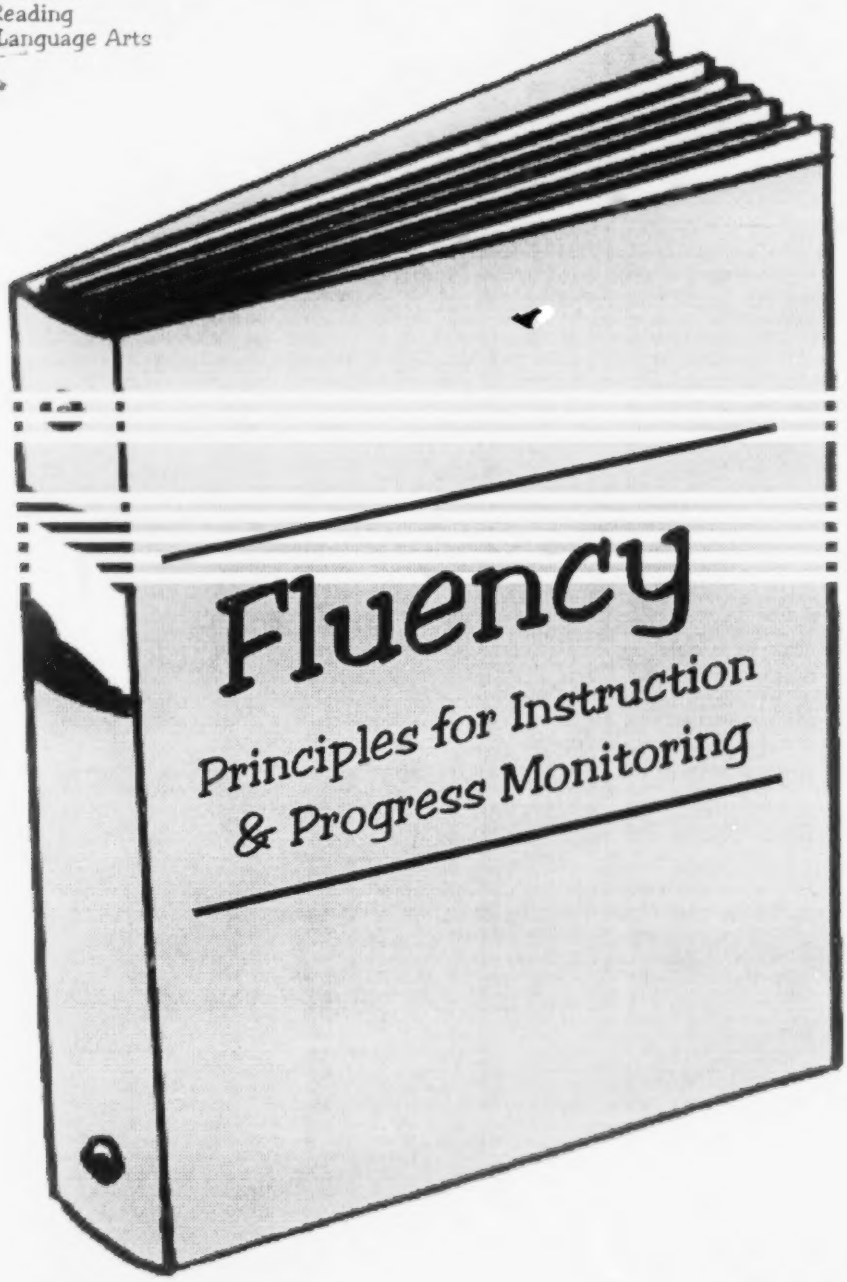
3. Overheads

Texas Center for Reading and Language Arts



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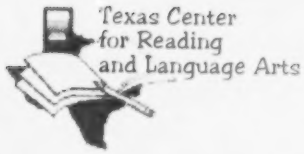

Reading Fluency

- WHAT is it and WHY is it important?
- HOW do you develop fluency?
- HOW do you monitor fluency progress?

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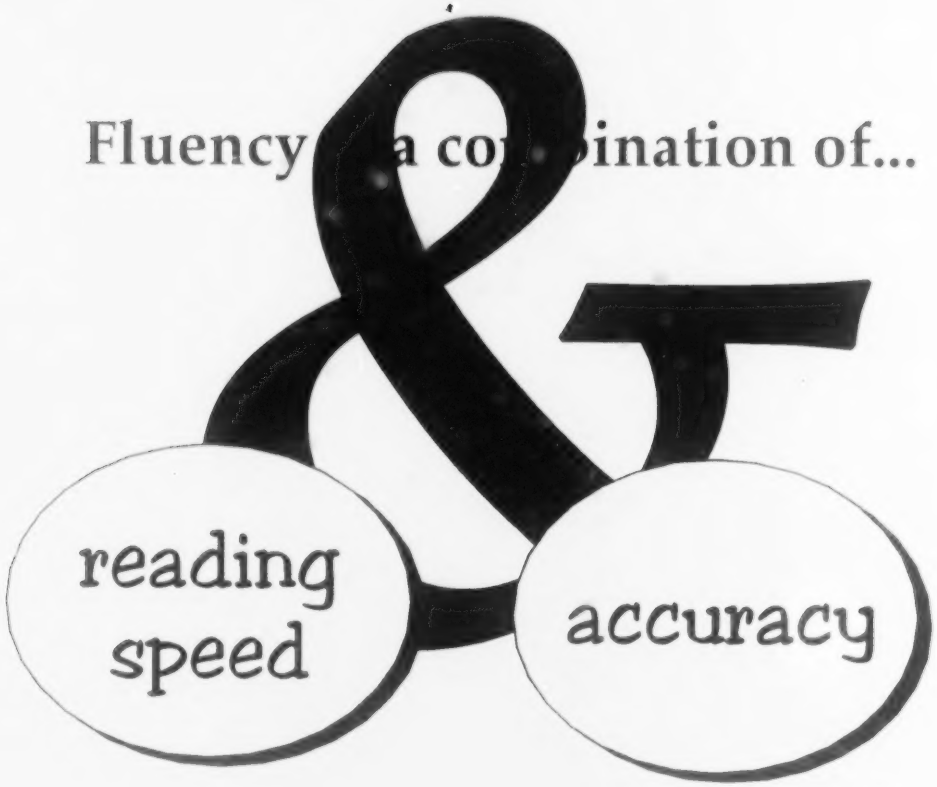
Reading Fluency

WHAT is it?

Fluency is a combination of...



Oral Reading Fluency

Why is it Important?

Fluent readers are able to:

focus their attention on understanding the text (and therefore are better able to interpret the text, make connections among the ideas in the text)

Nonfluent readers must:

focus their attention on decoding and accessing the meaning of individual words (thus leaving little attention free for comprehension)

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Texas Essential Knowledge and Skills

English Language Arts and Reading, Grades 1 - 3

The student reads with fluency and understanding in texts at appropriate difficulty levels.

The student is expected to:

(a) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
(b) read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader)
(c) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)
(d) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty.

Fluency Building

Important !!!

- Students should have a strong foundation in word recognition skills before fluency instruction begins.
- Fluency instruction usually does not begin until at least the middle of the first grade.
- Not all children require fluency instruction.

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Fluency Building

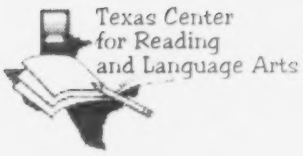
HOW do you develop Fluency?

Step One: Screening

- Screening (preparation and procedure)
- Calculating reading fluency
- Identifying appropriate reading levels

Step Two: Implementation

- Repeated Reading
  - Tape Assisted Reading
  - Readers Theater
  - Partner Reading



Fluency Building

Step One: Screening

- Plan to assess every student individually to screen for fluency problems and to obtain baseline data
- Prepare and administer to each student a short (approximately 5 minutes) fluency screening
- Although many students may be involved in fluency activities, identify students who need fluency building

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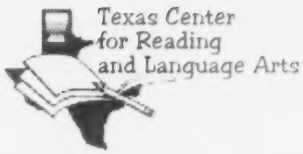


Fluency Building

Preparation for Screening

1. Select 2 or 3 unread passages from students' grade level text *(look for passages of consistent difficulty and readability)*

2. Type up a teacher version (with words tallied) and a student version of the selected text; make copies of the numbered version so you have a record for each student.

Example of Teacher Version

The teacher noticed that four	5
students read very slowly. She	10
decided to screen everyone for	15
fluency problems. She was	19
surprised by what she found.	24

Fluency Building

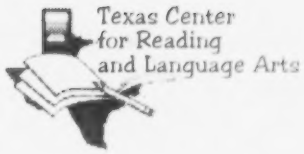
Preparation for Screening (con't.)

Example of Student Version

The teacher noticed that four students read very slowly. She decided to screen everyone for fluency problems. She was surprised by what she found.

3. Review procedures for marking errors

4. Have a stopwatch handy to time readings (a tape recorder is optional)



Fluency Building

Screening Procedures

1. Screen students individually
2. Inform each student he/she will be timed reading 2 or 3 passages
3. Instruct each student to do his/her best reading and to begin reading when ready
4. Begin timing only when the student begins to read aloud, not before
5. Mark errors on your numbered passage

Example of Errors:

- mispronunciations
- substitutions
- hesitations > 3-5 sec.
- no attempt to read
- omissions
- reversals

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Fluency Building

Screening Procedures (con't.)

You may note, but do not count as errors:

- insertions
- self-correction
- repetitions

6. Stop timing at the end of one minute, and be sure to mark in the text the last word read by the student (You may allow the student to read to the end of the passage)

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Fluency Building

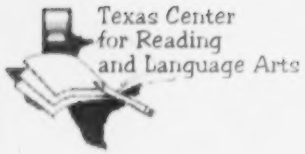
Calculating Reading Fluency

One-minute reading

Total Words Read – Errors = Words Correct Per Minute

Example:

62 words read - 7 errors = 55 wcpm



Oral Reading Fluency Guidelines

The following range of fluency standards (Hasbrouck and Tindal, 1992) can help teachers evaluate scores for placing students in appropriate reading level materials and setting reasonable goals:

Grade	Fall wcpm	Winter wcpm	Spring wcpm
2	53-82	78-106	94-124
3	79-107	93-123	114-142
4	99-125	112-133	118-143
5	105-126	118-143	128-151

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Fluency Building

Calculating Percent Reading Accuracy

To determine the appropriate level of text for a student, calculate the following:

Number of Words Read Correctly	÷	Total Words Read	=	Percent Accuracy

Example:

145 (words correct) ÷ 156 (Total words read) = 92.9

93 %

Level of Challenge

Independent	Instructional	Frustrational
97% - 100% accuracy (good/excellent comprehension)	96% - 94% accuracy (good/satisfactory comprehension)	93% accuracy & below (satisfactory/fair/poor comprehension)

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Fluency Building

Identifying Appropriate Reading Levels

Interpreting the Results

- Take the mean or median of 2-3 fluency measurements
- Judge the appropriateness of the text by using the traditional categories (independent, instructional, or frustrational) or the general guideline for the primary grades of 50-60 wcpm with < 5 errors
- Compare each student's fluency rate to the Oral Reading Fluency Guidelines

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Step Two: Strategies for Enhancing Fluency

Implement research-proven methods that are effective in increasing oral reading fluency.

Repeated Readings

- Taped Assisted Reading
- Readers Theater
- Partner Reading

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Implementation

Repeated Readings

A repeated reading activity:

- is not intended to constitute "the reading curriculum"
- involves reading the same passage several times
- is not a method for teaching beginning reading skills (students must be able to decode most of the words before they will derive benefit from a Repeated Reading activity)

Repeated Readings (con't.)

What the Research Says

Repeated Readings

- Significantly increases reading rate, accuracy, and comprehension
- Works with older students as well as elementary children
- Fosters fluent word recognition through multiple exposures to words
- Encourages rapid decoding and permits greater attention to understanding the text
- Is effective for many learners

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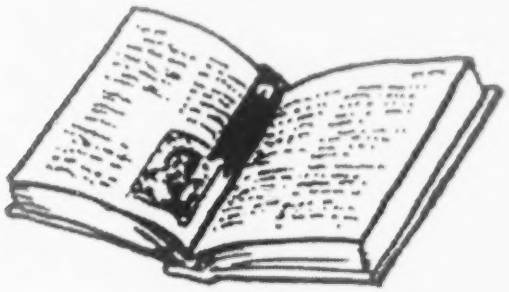
Repeated Readings Activities



- Direct students to reread a relatively short passage (50–200 words) until a predetermined level of fluency is attained or to reread the text 3-5 times

- Incorporate a variety of reading materials that integrates students' culture and interests

- Utilize a variety of reading activities (read along/assisted reading, independent/ unassisted reading, and partner or group reading)

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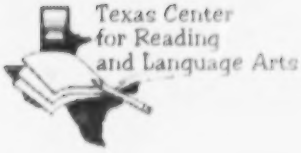

Repeated Readings

Tape Assisted Reading

The purpose is to give children support and a sense of the proper phrasing and speed of fluent reading.

The student...

- listens to text read at 80-100 wpm by a fluent reader and follows along by pointing to the text
- reads aloud in sync with tape subvocalizing the words
- reads same text independently following Repeated Reading procedures

Important

The taped reading should not have distracting sound effects or music !

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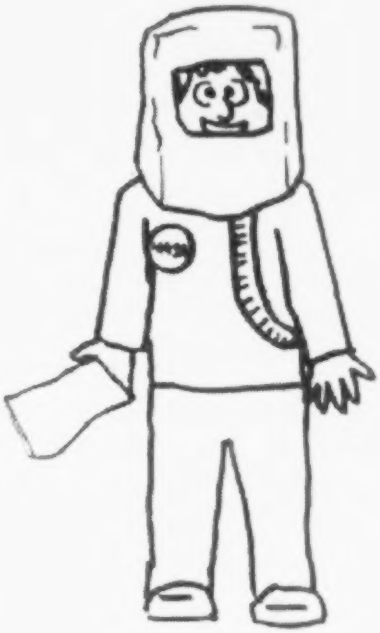
Repeated Readings

Readers Theatre

The rehearsing and performing of a dialogue-rich play (with scripts in hand) for peers or others



Readers Theatre...

- provides readers with a legitimate reason to reread text
- promotes cooperative interaction with peers
- makes the reading task appealing
- makes scripts appear less daunting than whole books
- provides a variety of roles to suit a diverse group of students
- involves practicing Repeated Reading outside of the classroom (at home) in preparation for presentation

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Repeated Readings

Partner Reading

- Pairing reading partners
- Selecting reading materials
- Assembling materials
- Implementing Partner Reading

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Partner Reading

Pairing Reading Partners

1. Rank order students according to reading fluency.
2. Split the list in half to form pairs.
3. Pair the top-ranked student in the higher-performing half (HP) with the top-ranked student in the lower-performing half (LP); do the same for the two students who are second from the top in each half; continue this process until all have partners.

Higher	Lower	Pairs
Top-ranked HP	Top-ranked LP	Pair A
Second-ranked HP	Second-ranked LP	Pair B
Third-make HP	Third-make LP	Pair C

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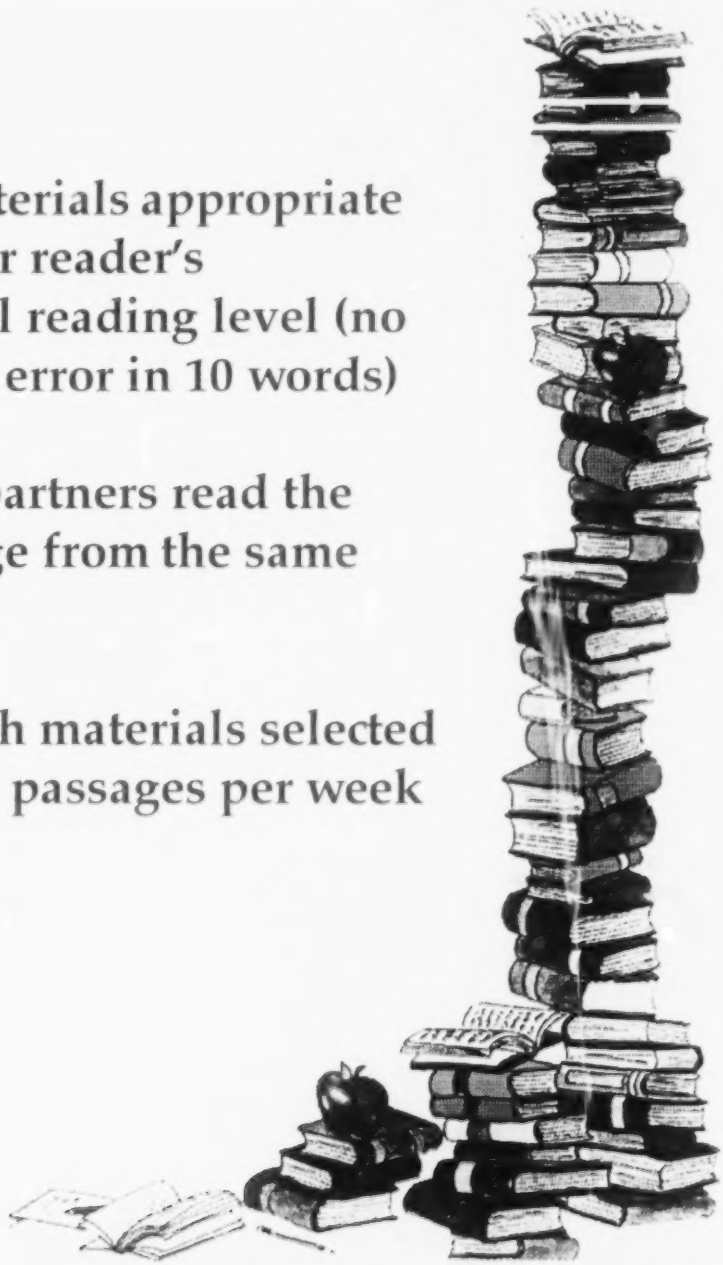
Partner Reading

Selecting Reading Materials

- Identify materials appropriate for the lower reader's instructional reading level (no more than 1 error in 10 words)
- Have both partners read the same passage from the same material
- Have enough materials selected for two new passages per week



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Partner Reading

Assembling Reading Materials

What Teachers Need:

- timing device
- partner pairings
- partner roles

What Students Need:

- partner
- reading material
- folder

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Partner Reading

Implementing Partner Reading

1. The stronger reader reads aloud for several minutes; this models fluent reading

2. The less fluent reader reads aloud the SAME text for the same time

3. After both partners have read, one partner asks the other to:
   - identify the sequence of the key ideas; and
   - tell the main idea

Fluency Building

How do you Monitor Fluency Progress?

Procedures:

- Graphing progress
- Interpreting fluency data
- Teacher monitoring

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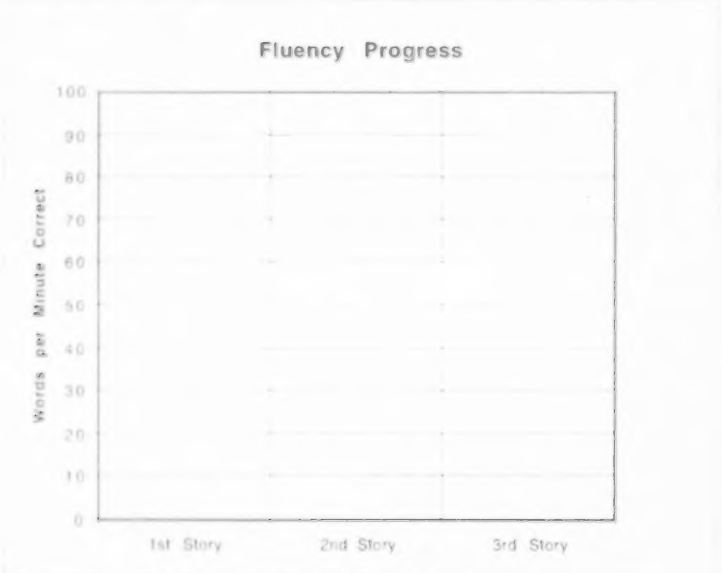
Graphing Fluency Progress

Student Self-Monitoring

- As part of a repeated readings program, the student records the wcpm of the first "cold" reading on a graph.
- On each subsequent reading, the student records the increase in fluency.

Example:



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Interpreting the Fluency Data

Setting Goals

- Together, teacher and student, set an individual goal for the school year using the current unpracticed wcpm + 20 to 30 words.

- Periodically (2-3 weeks), the student and teacher should determine if the student needs to:

  (1) Continue at the same level towards the same goal

  (2) Adjust the goal up or down

  (3) Change the reading level

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Teacher Monitoring

For younger and lower-performing students needing fluency building:

- Teacher should monitor progress frequently
- Every 6 to 9 weeks should read in end-of-year goal-level materials
- The results can be used to guide instruction and for reporting purposes

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Summing Up

Fluency is important because:

- It frees students to understand what they read

Reading Fluency can be developed:

- By engaging students in repeated reading activities

Monitoring student progress in reading fluency

- Can be motivating to students
- Is useful in setting instructional goals

4. Handouts

Guidelines for Choosing Materials for Fluency Screening

- Passages may be taken from many different kinds of reading materials (i.e., basals, trade books, language experience texts, newspaper articles, and student writing)

- Readability formulas can be used on materials to determine difficulty level

- Literature-based anthologies often contain stories that vary in difficulty and do not consistently adhere to the grade-level readability identified on the cover

- Expository text is usually chosen; avoid selections that contain dialogue, many proper nouns, and variance in difficulty

- The goal is to select a passage that is long enough so that students cannot completely read the entire passage in a one-minute time frame:

  Preprimer, primer, and 1st grades: Passages should contain 150 words
  2nd and 3rd grades: Passages should contain 150-200 words

- Monitor the difficulty level of the passage for each individual student; make sure it matches their reading level

- Be sure the passage has not been previously read--should be "a cold reading"

- May be added to an Informal Reading Inventory (IRI)

Activity 2 Handout - Reading Passages

Passage # 1

The following passages are from "The Boarding House" by James Joyce. The student passage is designed to be read by a "student" to the "tester." Use the tester copy to score. The tester writes in or circles all "student" errors but does not correct any student mistakes. The tester also times the passage with a stopwatch and notes the time that the student reads to the *.

Part A - Tester

* Mrs. Mooney was a butcher's daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father's foreman and opened a butcher's shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the devil. He drank, plundered the till, ran headlong into debt. It was no use making him take the pledge: he was sure to break out again a few days after. By fighting his wife in the presence of customers and by buying bad meat he ruined * his business.

Part B - Student

* One night he went with his wife with the clever and she had to sleep in a neighbour's house. After that they lived apart. She went to the pest and got a separation for him with care of the children. She would give him neither money nor food nor room-house; and so he was obliged to enlist himself as a shirt man. He was a shabby stooped little drunkard with a white face and a white mouse and white eyebrows, pencilled above his little eyes, which were pink-nerved and raw; and all day long he sat in the * balleaf room, waiting to be put on a job.

Passage # 2

The following passages are from "The Boarding House" by James Joyce. The student passage is designed to be read by a "student" to the "tester." Use the tester copy to score. The tester writes in or circles all "student" errors but does not correct any student mistakes. The tester also times the passage with a stopwatch and notes the time that the student reads to the *.

Part A - Student

* Mrs. Mooney was a bachelor's daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father's fireman and opened a bachelor's shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the deeper. He drank, plundered the till, ran headlong into bed. It was no use making him take the plan: he was sure to break out again a few days after. By fighting his wife in the presence of customers and by buying bad meat he royed * his business.

Part B - Tester

* One night he went for his wife with the cleaver and she had to sleep in a neighbour's house. After that they lived apart. She went to the priest and got a separation for him with care of the children. She would give him neither money nor food nor house-room; and so he was obliged to enlist himself as a sheriff's man. He was a shabby stooped little drunkard with a white face and a white moustache and white eyebrows, pencilled above his little eyes, which were pink-veined and raw; and all day long he sat in the * bailiff's room, waiting to be put on a job.

Directions for 1-Minute Administration of Reading Passages

Materials:

1. Unnumbered copy of passage (student copy)
2. Numbered copy of passage (examiner copy)
3. Stopwatch
4. Tape recorder (optional)[a]

Directions:

1. Place unnumbered copy in front of the student.

2. Place the numbered copy in front of you but shielded so the student cannot see what you record.

3. Say these specific directions to the student for each passage:

When I say 'begin,' start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). ***Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any question***s?" (Pause)

4. Say "***Begin***" and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch.[b]

5. Follow along on your copy. Put a slash (/) through words read incorrectly.

6. If a student stops or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect.

7. At the end of 1 minute, place a bracket ( ]) after the last word and say, "***Stop.***"

[a]Tape recorders can facilitate error analysis.

[b]On rare occasions the student may "speed read" (i.e., read the passage very fast and without expression). If this occurs, tell the student, *"This is not a speed reading test. Begin again, and be sure to do your best reading."*

5. Appendices

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Resources

Representative products (not necessarily recommended)

Ladders to Literacy
Grade: Kindergarten
This activity book is designed to work on preacademic skills, early literacy development as children learn to recognize letters, match sounds to letters and develop phonological awareness skills.
Publishers: Paul H. Brooks Publishing Co.
Phone: (800) 638-3755

Launch into Reading Success through Phonological Awareness Training
Grade: Kindergarten
The program was designed to provide support in the development of phonological awareness in Kindergarten children who are at risk for reading failure. The program contains 66 activity lessons, most of which are designed for small group instruction.
Authors: Bennet, L. & Ottley, P.
Publisher: Creative Curriculum Inc.
Phone: (604) 876-6682

Phonemic Awareness and the Teaching of Reading
This brochure contains a position statement from the International Reading Association and presents several key questions along with research-based answers. Request a free copy of publication #1025-448 by sending a self-addressed stamped envelope to the following address:

International Reading Association
800 Barksdale Rd.
P. O. Box 8139
Newark, DE 19714-8139

Phonemic Awareness in Young Children: A Classroom Curriculum
Grades: K-1
This program consists of 51 different activities with sequencing guidelines. The activities include listening games, rhyming activities, syllabification and phoneme-letter activities.
Author: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T.
Publisher: Brooks Publishing Co.
Phone: (800) 638-3755

The Phonological Awareness Kit
Grades: K-3
This program was developed to improve word attack and early spelling skills through a two-part approach that combines phonetically-controlled reading and spelling activities with phonological awareness tasks. It introduces rhyming, segmenting syllables and sounds, sound placement and blending, and repeating multisyllable words, and is designed as a supplement to a reading program.

Resources (con't.)

Representative products (not necessarily recommended)

Author: Roberson, C., & Salter, W.
Publisher: LinguiSystems, Inc.
Phone: (800) 776-4332

Sound Start Teaching Phonological Awareness in the Classroom
Grades: Pre-K to 1
Designed to help classroom teachers build phonological awareness skills, this program contains activities for teaching rhyming, syllabification and phoneme awareness.
Author: Lenchner, O., & Podhajski, B.
Publisher: Stern Center for Language
Phone: (800) 541-9588

Sounds Abound: Listening, Rhyming, & Reading
Grades: PreK-3
This program targets listening, rhyming skills, speech sound awareness, and blending and segmenting sounds, as students practice putting sounds together with letters. Reproducible activities for class and homework, lists of other resources, and pre- and post-tests are included.
Authors: Catts, H., & Vartiatinen, T.
Publishers: LinguiSystems, Inc.
Phone: (800) 776-4332